

Mentoring Teachers

A Resource for Mentors and Teacher Educators



EDUCATION SECTOR REFORM ASSISTANCE PROGRAM

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FOREWORD

Education Sector Reform Assistance (ESRA) program is an initiative funded by the United States Agency for International Development (USAID) in support of the Government of Pakistan's Education Sector Reform (ESR) efforts. USAID/ESRA focuses on five key technical areas (policy and planning, professional development, adult and youth literacy, public-community/public-private partnership and information and communication technologies for education) and operates in 12 districts of Sindh and Balochistan and the Islamabad Capital Territory in over 11,000 primary schools and works with more than 30,000 teachers.

Professional Development (PD) program of USAID/ESRA is working to develop a sustainable Professional Development Infrastructure (PDI) for the government at various levels. In collaboration with local institutions and experts, PD has developed training manuals and guidebooks for teachers, head teachers and managers over the past three years and used them for training programs. This manual is part of a series of eight manuals developed to enhance professional capacity of teacher educators, and has been written by experts working in various national public and private sector institutions (see acknowledgements list for authors and institutions).

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PURPOSE OF THE DOCUMENT

Introduction

The concept of mentoring has a long history; we know it from as far back as Greek mythology. In Homer's *Odyssey*, the mentor was the teacher of Telemachus, the son of Odysseus. However, the mentor was more than a teacher. The mentor was seen as being half God and half man; half male and half female; believable and yet unreachable. The mentor was the union of both goal and path (Daloz, 1993).

The word mentoring has been derived from a Greek word that means enduring and is defined as a lasting relationship between a youth and an adult. It requires continuous involvement in which the adult offers support, guidance and assistance when the younger person goes through a difficult period or tries to solve problems. Thus, mentoring is a continuous process and it cannot be considered or treated as a single event. Mentoring is a nurturing process where a more skilled or experienced person serves as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and teacher (Anderson, 1997). Mentoring is a system of using people with a lot of experience and knowledge to advise other people.

Why is Mentoring Important?

The purpose of this module is to aid mentors, whether they are peers or more skilled educators, in the mentoring process. It will help them in understanding the need for positive role models in the teaching profession. Mentoring in teaching is extremely important in order to provide teachers the support and structure required for them to carry out their various tasks.

This module highlights the needs of mentoring and peer coaching in the professional development and improvement of teaching and learning practices. Mentoring normally involves the collection of information by one person that is given to another person for feedback, reflection, and use. Mentoring is an ongoing process rather than an event. It helps in the professional development of teachers.

Teachers work in isolation in rural Sindh and Balouchistan. The purpose of the mentoring module is to provide a regular life-long mentoring support to the primary school teachers of the four districts of Sindh and Balouchistan.

This module will help mentors to identify, explore, maintain, and sustain information on various mentoring techniques. In addition, this module will facilitate the growth of effective mentoring and the implementation of the mentoring process for the continual development of the public sector schoolteachers. Mentors who are willing to build competencies and successful relationships with teachers will benefit from the information provided in this

module. They will work closely with the teachers for planning, implementing, monitoring, and evaluating the mentoring process.

It is expected that the mentoring module will develop and improve the overall school/classroom practices, such as: lesson planning, assessment, content, methodology/strategies, and classroom management. In addition, this module will help in changing the current teacher-centered method to learner-centered teaching practices in the classrooms.

Mentors must be prepared to guide, train, and support their fellow teachers. This module will help mentors to guide teachers who need assistance but are hesitant to ask for support. This conscious awareness of getting training to improve the quality of education is the essence of this mentoring module.

Objectives of the Module

This module will enable mentors to:

- Enhance their understanding of mentoring as a tool to meet the needs of teachers.
- Provide a regular forum for effective mentoring, as well as identify and maintain information on various mentoring strategies.
- Enable the participants to see mentoring as a valuable tool that develops trust between the mentor and the teacher to solve various problems.
- Create and maintain an action plan for mentoring in diverse settings of the cluster.

Themes of the Module

Module 1 has two major themes: mentoring and peer coaching.

Theme 1: Mentoring

While dealing with this theme, the participants will understand the basic concepts and applications of mentoring for teachers' professional development. The participants are expected to analyze the mentoring process and its related issues. The following topics will be addressed:

- The concept of mentoring and its approaches;
- Mentoring models;
- The role of mentoring in teachers' professional development; and
- The importance of mentor and mentor-teacher relationships in personal and professional development.

Theme 2: Peer Coaching

This theme will help the participants build their understanding of peer coaching and co-teaching. The participants will be exposed to the functions of peer coaching for improving the teaching-learning process. The concept of

peer coaching will help participants explore the importance of professional dialogue that encourages teachers to generate solutions to their own problems.

The following topics will be addressed:

- The meaning of peer coaching;
- The purpose of peer coaching; and
- The process of peer coaching.

What are the Key Skills and Competencies Expected from Participation in this Module?

It is expected that mentors who complete this module will acquire certain skills and competencies, such as sharing their expertise and nurturing and guiding fellow teachers. These skills will enable them to:

- Understand the concept and process of mentoring.
- Provide guidance in the areas of lesson planning, teaching methodologies, and evaluation techniques.
- Build the concept of team work for discussion and planning sessions.
- Understand the effectiveness of the mentoring process.
- Be able to describe various classroom learning environments and related issues with effective measures to be taken.
- Suggest alternative strategies that are successful for teaching in classrooms where students have diverse or conflicting needs.
- Ensure teachers are aware of the patterns of students' physical, social, and academic development.
- Demonstrate activities enabling the teachers to understand and value differences among cultural, ethnic, and linguistic groups of students in the school.

Framework for Learning

Throughout this module, a Constructivist approach is used. It presumes that all learners construct knowledge by combining their prior experiences and background knowledge with new information they encounter. Also, the learners are not likely to retain new information, unless they perceive it as meaningful and valuable in their personal lives both in school and out of it.

Furthermore, this approach to teaching and learning emphasizes the development of cognitive, affective and social strategies that learners will need to become life-long learners. While this approach does ensure that students acquire important content information as required by the school curriculum, it also uses these learning opportunities to make these critical thinking strategies explicit so that students of all ages can acquire the skills required to direct and sustain their own independent learning.

The techniques for constructivist teaching are interesting and easy to learn. All of the techniques in this module reflect a constructivist model for teaching

and learning. This module will use three-phase framework for teaching and learning. These phases reflect current research about how people learn. These phases will help learners to: activate prior knowledge and attitudes, link new information to prior experiences, and reflect on new ideas and apply them to personal use.

Taken together, these phases make up a complete lesson, while phases may be repeated within a single lesson.

Phase One (the 'pre' phase of the lesson)

Techniques used in this phase remind learners of what they already know about the topic of the lesson. The techniques in this phase help learners to assess their background knowledge, assess their attitudes about the topic, and assess how the topic connects with their lives and with other topics they have studied.

Phase Two (the 'during' phase of the lesson)

Techniques in this phase encourage learners to construct meaning from new information. They search for answers to their own questions or for ideas to satisfy their own curiosity. This phase includes strategies individuals use to monitor their own learning and techniques to use when the learning process breaks down.

Phase Three (the 'post' phase of the lesson)

Techniques in this phase help learners to think over what they have learned. They may use strategies that help them organize and remember important information, ideas, and relationships. They may need strategies that help them evaluate the information. In doing so learners come to re-examine their thinking.

PHASE I: Activate Background Knowledge	PHASE II: Constructing Meaning	PHASE III: Evaluate and Apply
During this phase of the lesson, the teacher helps students recall knowledge that they may relate to the new topic.	During this phase of the lesson, the teacher presents activities that introduce new knowledge or skills and help students discover what the knowledge or skills mean to them.	During this phase of the lesson, the teacher helps students to think deeply about what they have learned and how to apply what they have just learned to new situations or further learning.

Methodologies in each phase:

Following methodologies have been recommended for various sessions. These are: brainstorming, group work, pair and share, individual reading followed by questions, role play and case studies.

In this module, generally instructions for the trainer are given with the exercises. However, a few tips for brainstorming and small group work may be remembered as they are most frequently used methods.

The Purpose of Brainstorming:

The Brainstorming technique can be used in a variety of settings and is essentially a way to facilitate creative group thinking and decision making.

For conducting brainstorming sessions, the facilitator needs good leadership qualities. S/he must be very firm in ensuring that the format and ground rules are followed (e.g., no criticism or cross talk is allowed). In the case of decision making, the Facilitator should ensure that the decisions are seen to be that of the group, not imposed upon them by the facilitator.

Requirements:

- Clearly stated question, issue or problem.
- A group with potential to work as a team.
- A board, large sheets of newsprint, or something that can be seen easily by all, and some thick markers to write on it; and
- A facilitator. Someone whose task is to draw out the ideas from the participants, not to impose her or his own opinions, while still using leadership skills to maintain the order and purpose of the session.

The Ground Rules:

- The facilitator leads the session. However, the facilitator can choose a participant to note down the points on the white board/flipchart.
- The facilitator calls for ideas/ suggestions from the participants and writes them on the board;
- No criticism of anyone's suggestions/responses should be allowed;
- All suggestions should be recorded on the board (even the crazy ones);
- The pace must be quick. As soon as ideas seem to be drying out, the activity should be ended.
- Finally, the ideas must be categorized to put them in 'groups of similar concepts,' so that the irrelevant/crazy ones can be left out of the discussion that follows the brainstorming activity.

Small Group Exercise:

Group discussions or exercises are activities in which participants share information, experiences, knowledge, opinions, and / or ideas. It is important that the facilitator should clearly define the task through clear instructions, and the expected outcome from the group exercise. The exact time available to the group should also be conveyed. The time limit should be strictly followed to finish the modules on time. If the task is written on the board or the flip chart, the chances of ambiguity and misinterpretation are reduced.

Finally, the ideas must be categorized to put them in 'groups of similar concepts', so that the irrelevant/crazy ones can be left out of the discussion that follows the brainstorming activity.

Strengths of Small Group Exercises:

Please remember that small group techniques are used as they:

- emphasize active participation and interaction;
- are usually run by a group leader or facilitator;
- have a task, theme, or goal;
- help reach consensus or develop priorities;
- gather a range of ideas, opinions, and concerns; and
- allow the reporters to report back to the larger group, after discussion.

The Facilitator should emphasize that the group is expected to select a leader who will ensure that all the participants contribute in the discussion, no one person dominates the thinking, the time limits are observed, and the objectives of the group task are achieved.

The facilitator should go around when the groups are working/discussing something. However, the role of the facilitator is not "policing" to just walk up and down as a supervisor. The facilitator should quietly listen to what the groups are discussing, and he/she can clarify a point or give his/her own opinion on the topic, if needed.

Apart from the group leader, a member is selected as the reporter or writer and another person keeps the time. The member nominated as writer or reporter within the group notes down the points of the discussion. At the end of the discussion the group opinion is to be put on a sheet for presentation. The group decides about the presenter.

LEARNING OUTCOMES

At the end of this module, the participants will be able to:

- ▶ Understand the concept of mentoring as a tool to meet the needs of teachers.
- ▶ Outline the similarities and differences between mentoring and peer coaching.
- ▶ Share the roles and relationships of mentor-mentee.
- ▶ Identify characteristics and attitudes of successful mentors.
- ▶ Reflect on their teaching and evaluate its outcomes.
- ▶ Understand the concept of peer coaching.
- ▶ Identify the advantages of peer coaching.
- ▶ Outline practical steps to use mentoring and peer coaching strategies for their own context of teaching / learning.
- ▶ Design an action plan to implement mentoring and peer coaching in their institutions.

Key words

Mentoring, critical evaluation, reflection, help, support, collegial relationship, observation records, change, peer coaching, sharing, constructive feedback, action plan.

Time Frame

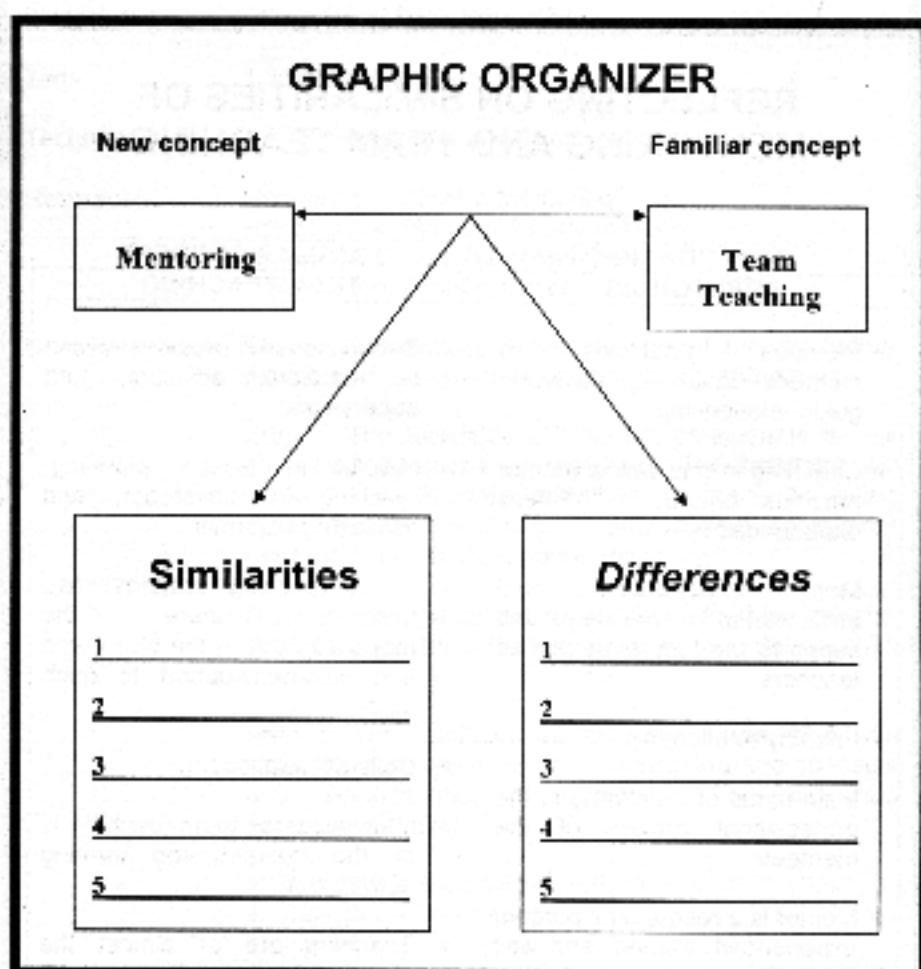
3 training days.

LEARNING OUTCOME 1

At the end of this section, the participants will be able to:

- ▶ Understand the concept of mentoring as a tool to meet teachers' needs.
- ▶ Outline the similarities and differences between mentoring and peer coaching.

PHASE 1	ACTIVATING BACKGROUND KNOWLEDGE
Time:	1 hour
Techniques:	Think, pair, share
Resources:	Handout # 1: Graphic Organizer Handout # 2: Reflecting on 'Similarities of Mentoring and Team Teaching'
Directions:	Participants will be encouraged to brainstorm and compare their ideas with their past experiences. Step 1: The facilitator will write the word 'Mentoring' on the board. Facilitator(s) will encourage each participant to list his/her ideas about "Mentoring" on the board. Step 2: The facilitator will encourage participants to critically evaluate each other's ideas about the terms/words used by them. Participants will have the opportunity to challenge each other's thoughts/ideas, to clarify, and give examples of their own ideas/thoughts on mentoring, and to interact and share. All questions will be directed to fellow participants and not to the facilitator. The purpose is to encourage participants to converse with each other as they explore the topic. Step 3: Once the participants have completed their discussions, the facilitator will ask them to note what they have learned from each other. They will be asked to define mentoring individually based on the points discussed during brainstorming. Step 4: The participants will be provided with the graphic organizer (Handout #1). They will write the similarities and differences of the concepts presented in the handouts. Step 5: The facilitator will share a handout on Handout # 2 similarities between mentoring and team teaching. The participants will be encouraged to revisit their sheets and to discuss and refine their understanding of mentoring and team teaching.



REFLECTING ON SIMILARITIES OF MENTORING AND TEAM TEACHING

NEW CONCEPT MENTORING	FAMILIAR CONCEPT TEAM TEACHING
➤ Provides guidelines to mentees (teachers), advisor / guide relationship ➤ Coaching is one way a mentor provides support to the less experienced teachers ➤ More experienced and professional teacher helps and supports the less experienced teachers ➤ Friendly relationship ➤ Main focus of mentoring is the professional growth of the mentees ➤ Mentor is a resourceful person, experienced, trained, and well equipped ➤ Mentors play multiple roles in order achieve their set targets ➤ Mentoring undergoes reflective practices. Reflection is used as an effective tool in further development	➤ Supervises and provides advice to teachers, advisors, and supervisors ➤ Helpful in lesson planning, teaching in classroom, and assessing students ➤ As a teaching strategy, two teachers share the responsibilities in the classroom and provide support to each other ➤ Collegial relationship ➤ Main focus of team-teaching is on the students and learning activities ➤ Teachers are of almost the same status, usually they are colleagues having the same level of experience ➤ Team members (teachers) plan together, teach together and assess class together ➤ Reflection is not the concern of team teaching and no one maintains observation records

PHASE 2 CONSTRUCTING MEANING

Time: 1:30 hour

Techniques: Group work and discussion

Resources: Handout # 3: What is Mentoring?
 Handout # 4: Mentors' Characteristics.
 Handout # 5: Benefits of Mentoring.
 Handout # 6: Graphic Organizer on Mentoring

Directions: The participants will have the opportunity to further extend and improve their understanding of the topic.

Step 1: The facilitator will instruct participants to ask their own questions on the topic. The facilitator will guide the participants with their questions by listing them on a chart or chalkboard, if available. What more would they like to learn about mentoring?

Step 2: Participants will be divided into three groups. The groups will first work individually then discuss with the class.

Step 3: The facilitator will give **Handouts #3-5** with information on the process of **mentoring** and concepts and characteristics of a **mentor**. This will help participants to find:

- answers to their own questions, and to
- categorize information.

Step 4: The facilitators will help each group to complete the **concept map of mentoring (Handout #6)**. During the group activity, groups will gather information under each category.

WHAT IS MENTORING?

Mentoring is a system of using people with a lot of experience and knowledge to advise other people at work, or in an organization or profession (Longman Dictionary).

Mentoring can be defined as:

- A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and mentee teachers (Anderson, 1987).
- Mentoring gives seasoned professionals the chance to leave their mark on the profession by passing along knowledge and experience to a newcomer (Robbins, 1999).
- A mentor acts as a coach, much like in athletics, advising and teaching, giving feedback, and rehearsing strategies. A mentor provides exposure, visibility, and sponsorship; helps open doors to promotion; and shares decisions by acting as protector until the mentee establishes enough confidence to take responsibility on his or her own.

Who is a mentor?

- A mentor is person of greater rank or expertise who teaches, counsels, guides, and helps a new teacher in an organization or profession (Allemean, 1986).
- Mentors are competent people who serve as teachers, advisors, counselors, and sponsors (Klopf & Harrison, 1981).
- Mentors can help his or her mentee teachers to set realistic expectations and guide them in the right direction in their career.

MENTORS' CHARACTERISTICS

Good Mentors:

- Are people centred
- Share their knowledge
- Are good listeners
- Help mentees to gain self-confidence and grow
- Respect their mentee-teachers
- Are confident and secure in their own work as teachers
- Are flexible in their attitudes and plans
- Are caring and sensitive to mentee's needs
- Take a personal interest in their mentee-teachers' careers
- Serve as a good role model
- Expose mentee-teachers to new opportunities
- Encourage their mentee- teachers to try new ideas
- Coach and sponsor their mentee-teachers
- Show concern for their mentee-teachers' personal and professional growth
- Provide moral support, guidance, and feedback

BENEFITS OF MENTORING

Mentoring should be a rewarding experience for both the mentor and the mentee.

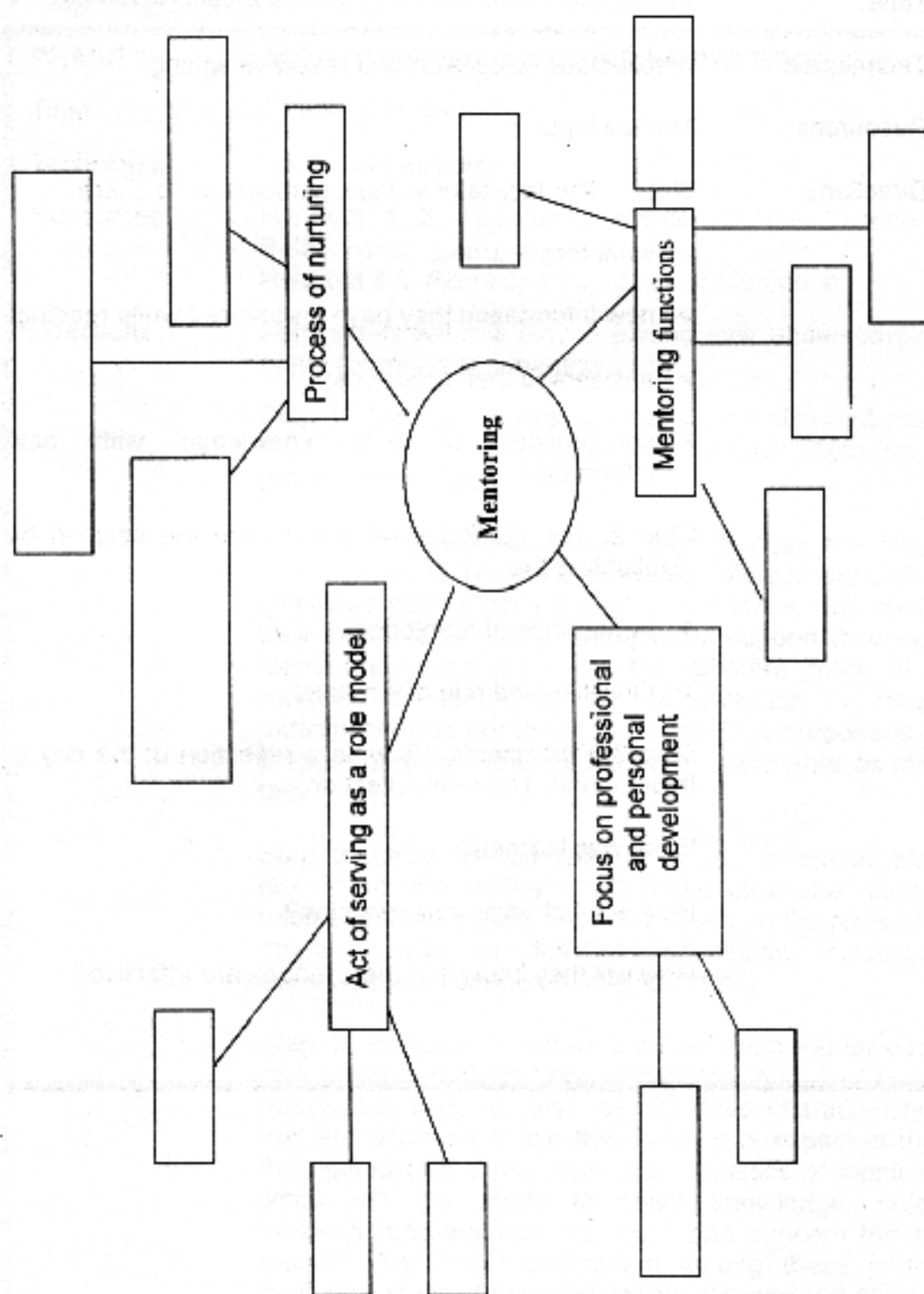
- Mentoring helps teachers to develop ways of working together to share ideas and solve problems. This collaboration helps mentors and mentees improve their practice. Through mentoring, mentee-teachers at all levels benefit through having access to an experienced colleague who can provide support and guidance.
- Through mentoring, mentee-teachers learn from the mentor's experience and the mentor encourages and nurtures his or her mentee-teachers. Mentors grow professionally. They improve their own practice and can learn new ideas from their mentees. Mentors develop a personal relationship with their mentee. Mentoring relationships are helpful associations usually focused on achievement.

It includes any or all of three broad components given below:

- Emotional and psychological support;
- Direct assistance with career and professional development; and
- Role modeling.

Mentoring relationships are reciprocal relationships. This means the mentor as well as mentee-teacher receive benefits from the relationship. Mentoring relationships are personal.

GRAPHIC ORGANIZER OF MENTORING



PHASE 3**EVALUATING AND APPLYING**

Time: 1 hour

Techniques: Whole class discussion and reflective writing

Resources: Trainee input

Directions: Step 1: The facilitator will ask participants to share:

- what they learned;
- new information they have discovered while reading;
- answers to their questions;
- comparisons of prior knowledge with new information.

Step 2: The facilitator will summarize the session by highlighting the

- Importance of mentoring;
- Qualities and role of a mentor.

Step 3: Participants will write a reflection of the day in their journal. They will reflect on:

What was learned?

How will it change their teaching?

How will they know that the changes are effective?

LEARNING OUTCOME 2

At the end of this section, participants will be able to

- ▶ Share the roles and relationships of mentor- mentee
- ▶ Identify characteristics and attitudes of successful mentors
- ▶ Reflect on their teaching and evaluate its outcomes

PHASE 1

ACTIVATING BACKGROUND KNOWLEDGE

Time 1 hour 30 minutes

Techniques Recall and role play

Resources Handout # 7: Successful Mentor-mentee Teachers' Relationship.
Handout # 8: Roles and Functions of Mentoring.

Directions Participants will role play to extend their understanding of the functions of a mentor.

Step 1: The participants will identify the different roles of a mentor. The facilitator will list their ideas on a graphic organizer.

Step 2: The participants will then discuss the ideas given by peers. The participants will interact and share; challenge each other's thoughts and ideas; and clarify their thoughts by giving examples to support their own ideas and suggestions on the different roles of a mentor. All questions will be directed to fellow participants and not to the facilitator. The purpose is to prepare participants to interact with each other as they talk.

Step 3: Once the participants have completed their discussion, the facilitator will make clear the distinct roles of a mentor (may have to expand on the roles of a mentor) such as teacher, counselor, motivator, supervisor, and supporter. **(Handout #7)**

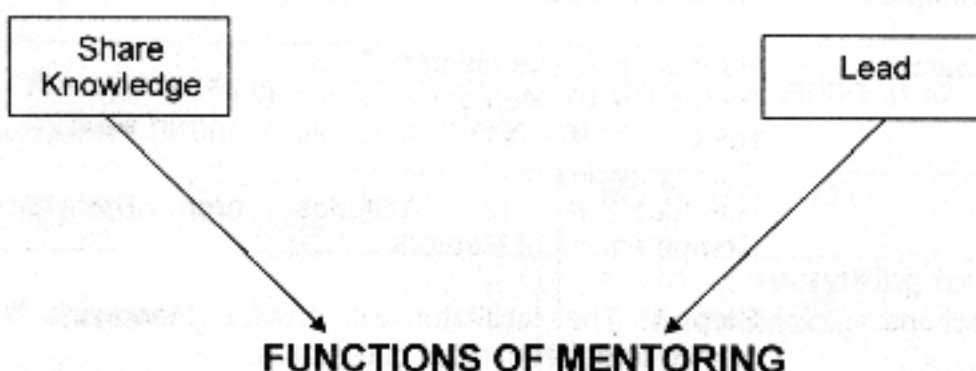
Step 4: Participants will write a brief definition for each role based on their prior knowledge and the group discussion. They will also identify three characteristics that are common to the five roles. It is expected that they will identify three main characteristics of mentors, which are the ability to share knowledge, guide mentees, and express their care and concern for the mentee. The basic component among these is the readiness to develop a relationship. **(Handout # 8).**

SUCCESSFUL MENTOR-MENTEE TEACHERS RELATIONSHIP

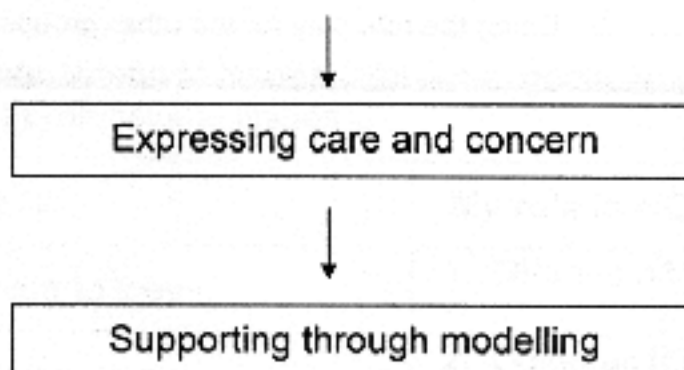
Characteristics of mentors include:

- Role model
- Guide
- Willing to be a mentor
- Supporter
- Experienced
- Adviser
- Trusted counselor
- Leader
- Friend
- Listener
- Knowledgeable
- Shares resources
- Observes confidentiality
- Interested
- Shows mutual respect
- Accessible
- Networks

ROLES AND FUNCTIONS OF MENTORING



Teach	Sponsor	Encourage	Counsel	Befriend
Model	protect	affirm	listen	Accept
Inform	support	inspire	probe	Relate
confirm/ disconfirm	promote	challenge	clarify	
prescribe			advise	
question				



PHASE 2 CONSTRUCTING MEANING

Time: 1:30 hours

Techniques: Read, think, pair and share, group work, role play

Resources: Handout # 9: The Mentor's Role
 Handout # 10: Mentor Characteristics
 Handout # 11: Attitudes and Professional Competencies of Mentors
 Handout # 12: Attitudes and Professional Competencies of Mentors

Directions: Step 1: The facilitator will provide **Handouts 9-12** related to different roles of mentors.

Step 2: All participants will be divided into four groups.

Step 3: One Handout will be provided to each group.

Step 4: Participants will be expected to identify the basic roles of a mentor and behaviors that are carried out within various mentoring activities.

They will do this through:

- Reading
- Planning a role play based on the Handouts # 9-12
- Doing the role play for the other groups.

THE MENTOR'S ROLE

The following ideas were taken from I-PAL workshop on 14 May 2003.

A supporter is willing to listen, is warm and caring, and makes him/herself available in times of need.

My role is:	My role is NOT:
1. Listening	1. Doing everything for the mentee
2. Being available	2. Solving all of their problems
3. Willing	3. Forcing my opinions on the mentee
4. Nurturing	4. Providing all solutions
5. Advising, suggesting	
6. Providing options	

A listener listens to issues, problems, goals, and ideas on relevant professional issues.

My role is:	My role is NOT:
1. Listening to ideas	1. Offering all solutions
2. Offering options	2. Doing all the talking
3. Helping with problems	

(Continued Handout # 9)

A problem-solver helps the mentee to figure out and try new ideas. The mentor helps the mentee keep problems in perspective.

My role is:

1. Giving guidance so mentees can investigate their own solutions
2. Sharing ideas, books, and articles
3. Suggesting strategies

My role is NOT:

1. Doing it all for them
2. Solving all problems
3. Taking ownership from them

A challenger respects opinions and beliefs, corrects wrong information, and forces the mentee to reflect on decisions.

My role is:

1. Helping the mentee to be reflective
2. Asking the mentee to question and challenge(s) opinions and ideas.
3. Encouraging the mentee to be critical of beliefs, and questions they don't understand.

My role is NOT:

1. Forcing my opinions on the mentee
2. Telling the mentee what to do

(Continued Handout # 9)

Adapted from Berkeley. (1994). Young People Mentoring. An Employment Perspective. *Education and Training*. Vol. 36, No.5, pp.27-31

Looking at the benefits and challenges of mentoring

Benefits	Challenges
Professional growth	Limited time within the school day
Awareness of skills	Finding time to meet
Opportunities for professional conversation	Dealing with different personalities
Reflection on your teaching	Saying no to extra demands
Allows you to learn form new areas.	Feeling uncertain of what to do
Sharing new theories, technology, and ideas	Feeling lost—what am I supposed to be doing?
Opportunity to influence	
Develop friendships	
Opportunities for two-way conversation	
Professional development	
Develop active listening skills	
Problem solving	
Feeling useful in helping new teachers	
Provides job satisfaction	

MENTOR CHARACTERISTICS

Good Mentors:

- Are people oriented, tolerate and enable the mentee to become self-directed professionals
- Share power and expertise
- Are good listeners and help mentees to gain self-confidence
- Respect their mentee
- Are confident, flexible, caring, and sensitive to mentee's needs
- Take a personal interest in their mentee's careers
- Trust their mentee-teachers
- Are good role models
- Expose mentees to new opportunities
- Encourage their mentee-teachers' ideas
- Coach their mentee-teachers
- Show concern for their mentee-teachers' personal and professional growth
- Provide moral support, guidance, and feedback

ATTITUDES AND PROFESSIONAL COMPETENCES OF MENTORS

Attitudes and Characteristics:

A good mentor:

- Is willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practices
- Is willing to advocate on behalf of colleagues
- Is willing to receive training to improve mentoring skills
- Demonstrates a commitment to life-long learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is realistic, flexible, persistent, and open-minded
- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems

Professional Competences and Experiences:

A good mentor:

- A good mentor is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of pedagogy and subject matter
- Has confidence in his/her own instructional skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by other teachers
- Maintains a network of professional contacts
- Understands the policies and procedures of the school, district, and teachers' association
- Is a careful observer of classroom practices
- Works well with other teachers and administrators
- Is willing to learn new teaching strategies from colleagues

(Continued Handout # 11)

Communication Skills:

A good mentor:

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that promote reflection and understanding
- Offers feedback in positive and productive ways
- Uses email effectively (if available)
- Is efficient with the use of time
- Shows enthusiasm and has a passion for teaching

Interpersonal Skills:

A good mentor:

- Is able to maintain a trusting, professional relationship
- Knows how to express care for a mentee's emotional and professional needs
- Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable and easily establishes rapport with others

ATTITUDES AND PROFESSIONAL COMPETENCES OF MENTORS

Attitude and characteristics of a mentor	Professional competences and experiences of a mentor
➤ Willing to be a role model for other teachers ➤ Exhibits strong commitment to the teaching profession ➤ Believes mentoring improves instructional practices ➤ Willing to advocate on behalf of colleagues ➤ Willing to receive training to improve mentoring skills ➤ Demonstrates a commitment to life-long learning ➤ Is reflective and able to learn from mistakes ➤ Is eager to share information and ideas with colleagues ➤ Is realistic, flexible, persistent, and open minded ➤ Exhibits good humor and resourcefulness ➤ Enjoys new challenges and solving problems	➤ Is regarded by colleagues as an outstanding teacher ➤ Has excellent knowledge of pedagogy and subject matter ➤ Has confidence in his/her own instructional skills ➤ Demonstrates excellent classroom- • management skills ➤ Feels comfortable being observed by other teachers ➤ Maintains a network of professional contacts ➤ Understands the policies and procedures of the school, district, and teachers' association ➤ Is a meticulous observer of classroom practices ➤ Collaborates well with other teachers and administrators ➤ Is willing to learn new teaching strategies from colleagues

(Continued Handout # 12)

Communication skills of a mentor	Interpersonal skills of a mentor
➤ Is able to articulate effective instructional strategies ➤ Listens attentively ➤ Asks questions that promote reflection and understanding ➤ Offers criticism in positive and productive ways ➤ Uses email effectively ➤ Is efficient with the use of time ➤ Conveys enthusiasm and has a passion for teaching	➤ Is able to maintain a trusting professional relationship ➤ Knows how to express care for a protégé's emotional and professional needs ➤ Is attentive to sensitive political issues ➤ Works well with individuals from different cultures ➤ Is approachable and easily establishes rapport with others

PHASE 3 EVALUATING AND APPLYING

Time: 3 hours

Techniques: Micro-teaching, classroom discussion and reflective writing

Resources: Handout # 13: Classroom Observation
Handout # 14: Lesson Observation Reflection Sheet

Directions: Step 1: To help participants' learning, the facilitator will ask participants to read **Handout # 13** and note the features of classroom observation.

Step 2: The facilitator will ask some participants to report the main points from Handout # 13 to the whole class.

Step 3: The facilitator will give **Handout # 14** and ask participants to study the observation checklist clearly. The participants will be asked objectively to analyze the presentations made by the other groups and to consult the observation checklist for each presentation. They will be encouraged to take notes and identify distinguishing features of each role and evaluate the learning outcomes.

Step 4: Participants will write a reflection of the day in their journal. Reflect on:

- What was learned?
- How will it change their teaching?
- How will they evaluate if the change has been effective?

CLASSROOM OBSERVATION

Classroom observation provides the opportunity to gather data on the teaching/learning activities in a classroom. This component of mentoring and peer coaching is crucial because as a mentor the collection of accurate data is extremely important since it means careful, systematic examination of the events and interactions occurring during classroom communication. It is important to remain as objective as possible while observing. It is difficult to remain completely unbiased, but being as objective as possible will provide a clear representation of the classroom events. One way to increase objectivity is to separate facts from inference during the observation.

The main objective in observation should be to collect facts and not to make conclusions about the successes or shortfalls of the classroom activities. For example, to note that students appeared interested in the lesson is an inference, whereas recording specific instructional questions and noting down the number of student responses to each question are the facts in observation.

Tips for classroom observation

As an observer one must consider the following:

- Be inconspicuous in the classroom. Arrive a little early and sit in a place that allows the observer to observe without distracting the students or the teacher.
- Stay for the entire class period. A brief, snap-shot observation may not portray a clear picture of the classroom teaching.
- Always record all the factual information about the classroom proceedings.
- Describe activity transitions and record who initiated the activity and to what extent the individual students and groups engaged.
- Write your inferences in parenthesis to incorporate these observations in the feedback session.
- Sit down immediately after the observation and highlight the important parts, make comments, and summarize activities, events, interactions, and conversations that are significant.
- If possible, observe a series of classes on the same subject, same class, with one mentee teacher to get a real 'feel' of what goes on in the classroom.

LESSON OBSERVATION REFLECTION SHEET

Name of Teacher: _____

Name of School: _____

Class: _____ No. of Students in Class: _____

Period/Class duration: _____ Subject: _____

Lesson Topic: _____ Date: _____

OBSERVATION FOCUS:

CONTENT & METHOD

INSTRUCTIONS:

The supervising teacher is expected to observe a teacher for the whole lesson/class and fill in this form while observing the teacher or after observing the lesson. The supervising teacher must sign the filled in form and hand it over to the supervised teacher. The teacher should file the filled in reflections. The UEI staff will collect the forms from the teachers for monitoring and evaluation purposes.

Please read the statement and tick (✓) the appropriate box.

5=excellent

4=good

3=acceptable

2=needs improvement

1=poor

1. CONTENT	5	4	3	2	1	YES	NO
Teacher had good command of The content							
Teacher explained the content Using suitable examples							
Teacher supplemented the content from other sources							
The content was taught in sequence (order)							
The content was accurate							
The content was according to students' levels (cognitive)							
Teacher assessed students understanding of the content taught							
The content was reinforced (re-taught) with suitable examples							

(Continued Handout # 14)

2. TEACHING AIDS	5	4	3	2	1	YES	NO
Teacher used charts during the lesson							
Teacher used models during the lesson							
Teacher used real objects/items during the lesson							
Teacher used pictures/photographs during the lesson							
Teacher used newspapers/magazines during the lesson							
Teacher used worksheet during the lesson							
Teacher used the blackboard effectively							
Teacher aids were relevant to the taught topic/lesson							
Teacher used the teaching aids effectively to explain the topic/content							
Teacher used the low cost no cost teaching aids							
Teaching aids used were prepared by the teacher							
Teacher used the ready made teaching aids							

3. TEACHER'S PERFORMANCE	5	4	3	2	1	YES	NO
Teacher planned the lesson before coming to the class							
Teacher lesson plan showed gradual development of the topic							
Teacher kept a file/diary of all the lessons taught							
Teacher started the lesson with an introductory/motivational activity							
Teacher linked the introductory/motivational activity with the topic							
Students learning was assessed during the lesson							
Teacher effectively used the blackboard							
Teacher supervised students' work							
Teacher's voice was clear and loud enough for the students to hear							
The instructions given by the teacher were clear and precise							
Teacher used the group work strategy in the lesson							
Teacher remained seated while teaching							
Teacher asked questions from the students sitting in the front row							
Teacher asked questions from the students sitting in the last row							

(Continued Handout # 14)

Teacher asked questions from the students sitting in the middle row							
Teacher asked questions from good students							
Teacher asked questions from weak students							

4. STUDENTS' PERFORMANCE	5	4	3	2	1	YES	NO
Students answered the questions asked by the teacher							
Students could not answer the questions asked by the teacher							
Students asked questions from the teacher							
Students completed the work/task given to them by the teacher							
Students asked questions from the teacher about the given task/work							
All students were actively involved in the group work							
Teacher effectively used the blackboard							

LEARNING OUTCOME 3

At the end of this section, trainees will be able to:

- Understand the concept of peer coaching.
- Identify the advantages of peer coaching.

PHASE 1

ACTIVATING BACKGROUND KNOWLEDGE

Time: 1 hour

Techniques: Think, pair, share

Resources: Handout # 15: Peer Coaching Questions

Directions: Step 1: To develop the concept of peer coaching, the facilitator will display a blank graphic organizer **Handout #15**.

Step 2: The facilitator will point out the following questions that are a part of the map:

- What do you think is peer coaching?
- What do you think it is like?
- What are some examples of it?

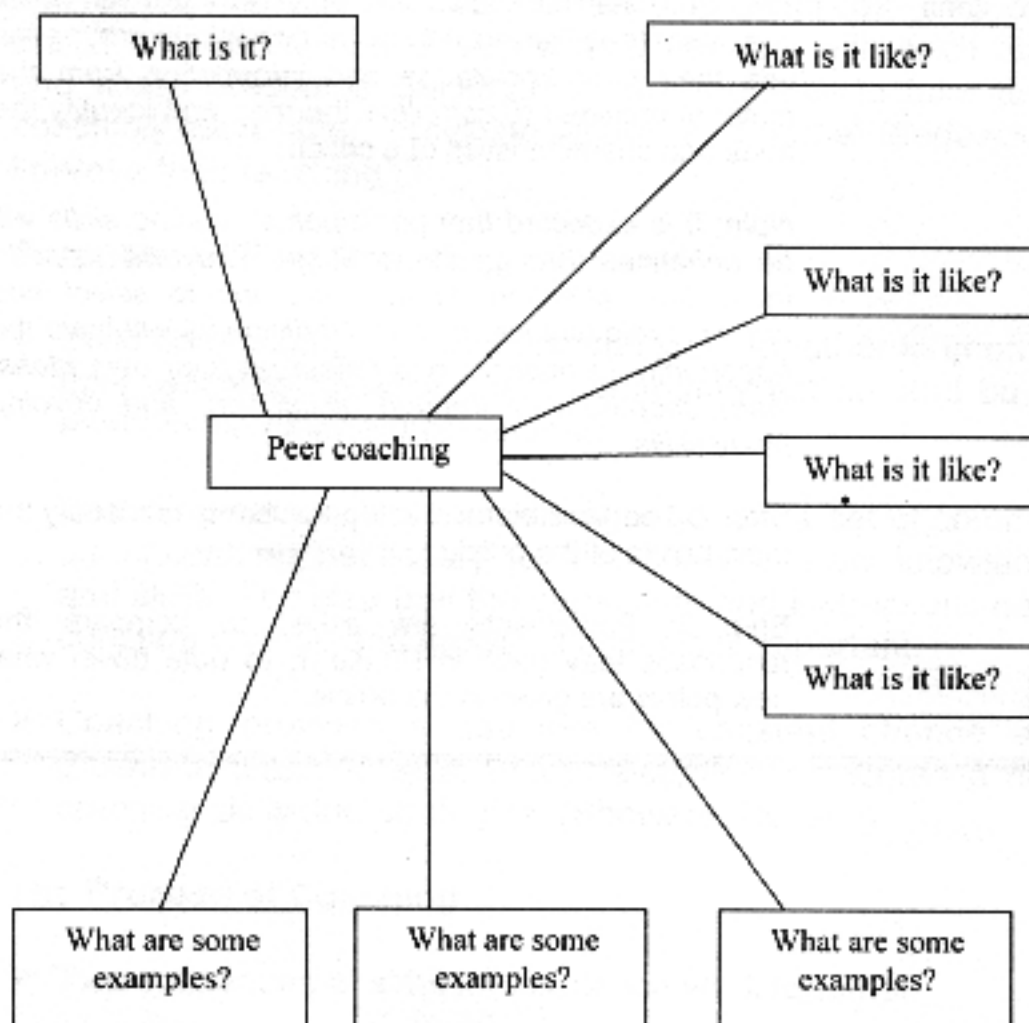
This will be an illustration for the participants to develop a peer coaching organizer.

Participants are expected to fill in the organizer using their prior knowledge.

Step 3: Participants are asked to work in pairs and compare their answers.

Step 4: The facilitator will now take feedback of the response given by the participants and summarize the concept of peer coaching.

PEER COACHING QUESTIONS



PHASE 2 CONSTRUCTING MEANING

Time: 1 hour

Techniques: Reading to get main ideas, think _ pair _ share

Resources: Handout # 16: Peer Coaching

Directions: Step 1: The facilitator will provide input on peer coaching. **(see Handout #16)** Participants in groups will use their prior knowledge and information from the material provided to complete the map and identify the roles and characteristics of a coach.

Note: It is expected that participants' reading skills will be enhanced through this strategy. They will learn to focus their attention on the task and to select and organize relevant information. Participants will have the opportunity to observe and reflect on their own ideas, learn cooperatively through discussion, and develop study skills.

Step 2: The facilitator will ask participants to identify the main points of the article.

Step 3: Participants are asked to compare the responses they gave in Phase 1, to note down what new points are given in the article.

PEER COACHING

What is Peer Coaching?

Peer coaching is a process in which teachers work with their colleagues to provide one another with descriptive feedback and discussion about observed teaching practices. Teachers are in a coaching relationship where they talk with each other and share feedback. Colleagues work together to take turns coaching each other, providing written and verbal feedback to improve their teaching.

Purposes of Peer Coaching

- Build communities of teachers who work together to improve their teaching. Coaching is a community activity and builds relationship among professionals.
- Coaching develops a shared language and a set of common understanding necessary for the study of new knowledge and skills. The idea that the curriculum and instructions need constant change and growth is especially important.
- Coaching provides a structure for constant change and growth in teaching skills that is essential for acquiring new teaching skills and strategies. (Showers, Beverly)

The Process of Coaching

- Two colleagues of similar experience work together.
- Meet on a regular basis to observe, discuss, give feedback, or study together.
- Peer coaching will be focused on school situations such as teaching practices or classroom management.

(Continued Handout # 16)

Benefits of Peer Coaching

- Teachers visit one another as they practice, they learn from observing the other person. They discuss how to respond to learners' needs and how to apply their new knowledge and skills. (Joyce, 1988)
- Peer coaching encourages teachers' self-growth through ongoing, classroom-based practices.
- Peer coaching provides professional support through the change process.
- Peer coaching provides opportunity to initiate new teaching skills and strategies in the classroom and across a school program.
- Peer coaching is done by a coach with mutual trust and understanding.

Characteristics of Peer Coaching Partnership

- Voluntary pairing
- Complementary matching
- Strong passive and active listening skills
- Empathetic support and encouragement
- Free and open communication
- Objective, nonjudgmental feedback
- Generating new ideas and alternatives
- Process and values clarification skills

PHASE 3 EVALUATING AND APPLYING

Time: 45 minutes

Techniques: Classroom discussion

Resources: Tutor and trainee inputs

Directions: Step 1: The facilitator will take feedback from the groups. The trainees will identify the main points..

Step 2: The facilitator will sum up the session by emphasizing the main features of peer coaching and its advantages.

Step 3: Participants will be asked to express what they have learned from the above activity.

Step 4: Participants will write a reflection of the day in their journal on these ideas:

- What was learned?
- How will it change the teaching?
- How will they know that the change has been effective.

LEARNING OUTCOME 4

At the end of this section trainees will be able to:

- ▶ Outline practical steps to use mentoring and peer coaching strategies for their own context of teaching learning.
- ▶ Design an action plan to implement mentoring & peer coaching in their institutions.

PHASE 1

ACTIVATING BACKGROUND KNOWLEDGE

Time: 20 minutes

Techniques: Recall, brainstorming about observation, and feedback

Resources: Trainee input

Directions: Step 1: The facilitator will ask to participants to review the basic components of peer coaching. They will be asked to share their insights in a whole class feedback to give opinion if peer coaching can be used in their teaching environment.

PHASE 2

CONSTRUCTING MEANING

Time: 1 hour

Techniques: Intensive reading, and discussion

Resources: Handout # 17: What Factors Need to be Considered Before Implementing Peer Coaching

Handout # 18: How is Peer Coaching Implemented?

Directions: The facilitator will provide the reading material (**Handouts # 17-18**) to the participants.

Step 1: Participants will be divided in two groups. The participants will work on various aspects of mentoring and peer coaching by reading **Handouts # 17 and 18**.

Step 2: Participants, in groups, will draw out major similarities and differences between peer coaching and mentoring.

Step 3: Then, they will prepare a presentation of their understanding about peer coaching and mentoring on the charts.

Step 4: Participants are then asked to display their charts on the walls for gallery presentation. They will be encouraged to give constructive feedback and ask pertinent questions to other groups. Participants will discuss in groups how they would be able to contextualize the concepts of mentoring and peer coaching.

Step 5: Lastly, they will be encouraged to share their group's understanding with the whole class.

WHAT FACTORS NEED TO BE CONSIDERED BEFORE IMPLEMENTING PEER COACHING

Several factors should be considered before starting a peer coaching system:

- There must be an agreement on the part of the people involved that they are good, but can always get better—that they can always improve what they are doing.
- The teachers and administrators involved must have a good level of trust.
- People should care about each other and be willing to help one another. (Dalton and Moir, 1991)

HOW IS PEER COACHING IMPLEMENTED?

Once the factors outlined in handout 17 have been met and two colleagues agree to work together, various strategies and procedures for implementing peer coaching may be used.

Suggested Peer Coaching Strategy Steps

1. Identify the purpose of the meeting.
2. Schedule a meeting time and place.
3. Pre-Observation: Each teacher will discuss his or her goals for the school term.
4. Each teacher will choose one goal to be his/her focus.
5. Together the teachers discuss the steps to meet each person's goal.
6. Observation Lesson: The teachers return to their classroom and begin the steps for meeting their focus.
7. Post-Observation: Teachers continue to meet regularly to discuss their progress. They may also observe one another, find resources, and plan.
8. At the end of the school term, teachers will revisit their goals and evaluate their progress.

"Peer coaching implies that teachers observe each other and give mutual feedback to see how far the skills have been practiced; they examine the appropriate use of the strategy; problem solving and action planning sessions." (Wallance 1990-21-22)

PHASE 3 EVALUATING AND APPLYING

Time: 2 hours

Techniques: Think – Pair- Share

Resources: Handout # 19: Field work
Handout # 20: Action plan for mentoring module

Directions: Step 1: The facilitator will share Handout # 19 and ask participants to plan a programme for mentoring.

Step 2: Participants will be asked to forecast their fears and to share their expectations and the successes and challenges they foresee in this mentoring process.

Step 3: Participants will now be asked to make a five day training programme for their context of teaching and put down topics and strategies for this project.

Step 4: Participants will present their plan to the group and tutor will give feedback.

Step 5: The trainer will share his/her own programme afterwards and ask participants to compare the tutor plans with their own.

Step 6: Participants will write a reflection of the day in their journal on these ideas:

What was learned?

How will it change their teaching?

How will they know that change has been effective?

Step 7: Participants will review the Handout # 20 "Action Plan for the Mentoring Module", and refine it to send their context of teaching /earning.

FIELD WORK

Mentoring is a combination of coaching, counseling, and assessment. The mentor helps, assists, guides, observes, provides constructive feedback, co-teaches, and gives demonstration lessons in order to support junior or newly qualified teachers. Therefore, in this module, the mentors are expected to spend one whole day in the field and focus on the following aspects of mentoring:

1. Lesson/classroom observation
 - a. Pre-observation discussion
 - b. Lesson observation
 - c. Post-observation discussion
2. Giving feedback to mentees
3. Mentor reflection on the process

The mentors are expected to observe at least two lessons with pre- and post-observation discussion, give one demo-lesson and invite the mentees to provide feedback. Finally, mentors are expected to write a one page reflection on the whole process, keeping in mind the success and challenges they faced during the process. The mentors will come back to the training venue and share their experiences in the field, the successes, and the challenges.

ACTION PLAN FOR MENTORING MODULE

Once the initial mentor training has been completed, participants are expected to be ready to begin mentoring. But unless some structure is created that provides opportunities for mentors as well as their mentees to share and review their progress, mentor programs can suffer from a lack of direction or communication.

Therefore, mentors, principals, head masters/mistresses, and mentor trainees must implement the acquired learning in the field. They are responsible for:

- Moving the mentor program forward in a positive direction;
- Providing opportunities for mentors and mentees to share their experiences and their views about the effectiveness of the mentor program;
- Addressing any problems or unmet needs that emerge during the course of the year; and
- Supporting peer coaching efforts.

The administration must encourage regular meetings to enhance the necessary exchange of information between the person responsible for the mentor program and the mentors and mentees in the program. The meeting structure may include brief reports which are written or given orally by participants to summarize their progress, to identify any special problems or needs they have, or to account for the resources they have directed toward mentoring.

Participants will write a reflection of the day in their journal on these ideas:

- ▶ What was learned?
- ▶ How will it change their teaching?
- ▶ Questions Suggestions about implementing concepts or activities.

SUGGESTED WORK PLAN FOR THE MODULE ON MENTORING

Time	MENTORING FIRST DAY PLAN
8:30 – 9:00 am	- Registration of the participants - Recitation of the Holy Quran - Welcome/Introduction of the participants - Introduction of the facilitator(s)
9:00 – 9:30 am	Sharing the objectives of the module (Sharing & Discussion)
9:30 – 10:30 am	Ice breaking activity: Understanding the Concept of Mentoring Objectives of the module will be finalized
10:30 – 11:00 am	TEA BREAK
11:00 – 1:00 pm	Defining the Map of Mentoring Phase 1: Activate Prior Knowledge Technique/Strategy: Handouts related to the topic will be distributed to the participants
1:00 – 2:00 pm	LUNCH
2:00 – 3:30 pm	Phase 2: Constructing Meaning Technique/Strategy: Based on the definition derived during the third phase of the previous activity participants will be requested to complete the concept Map of Mentoring.
3:30 – 3:45 pm	TEA BREAK
3:45 – 4:30pm	Phase 3: Evaluation and Application Participants will share what they have learned. Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities.

SUGGESTED WORK PLAN FOR THE MODULE ON MENTORING

Time	MENTORING SECOND DAY PLAN
8:30 – 9:00 am	- Recitation of the Holy Quran - Reflection on the previous day's activities
9:00 – 9:30 am	Sharing the objectives of the Day's Activities (Sharing & Discussion)
9:30 – 10:30 am	Roles & Functions of Mentoring Activate Prior Knowledge Technique/Strategy: Brainstorming on the roles and functions of mentoring
10:30 – 11:00 am	TEA BREAK
11:00 – 1:00 pm	Phase 2: Constructing Meaning Technique/Strategy: Role-play Participants develop their understanding of the roles and functions of a mentor through role-play and handouts.
1:00 – 2:00 pm	LUNCH
2:00 – 2:30 pm	Phase 3: Evaluation and Application Technique/Strategy: Participants will be requested to express what they have learned from the above activity.
2:30 – 3:30 pm	Devising an Observation and Feedback mechanism
3:30 – 3:45 pm	TEA BREAK
3:45 – 4:30 pm	Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities.

SUGGESTED WORK PLAN FOR THE MODULE ON MENTORING

Time	MENTORING THIRD DAY PLAN
8:30 – 9:00 am	- Recitation of the Holy Quran - Reflection on the previous day's activities
9:00 – 9:30 am	Sharing the objectives of the Day's Activities (Sharing & Discussion)
9:30 – 10:30 am	Ice Breaking : Peer Coaching Phase I: Activate Prior Knowledge Technique/Strategy: Brainstorming the concepts and functions of peer coaching
10:30 – 11:00 am	TEA BREAK
11:00 – 1:00 pm	Phase 2: Constructing Meaning Technique/Strategy: Participants develop their understanding of the roles and functions of a peer coaching through role-play and handouts.
1:00 – 2:00 pm	LUNCH
2:00 – 3:30 pm	Phase 3: Evaluation and Application Technique/Strategy: Participants will be requested to express what they have learned from the above activity.
3:30 – 3:45 pm	TEA BREAK
3:45 – 4:30 pm	Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities.

SUGGESTED WORK PLAN FOR THE MODULE ON MENTORING

Time	MENTORING FOURTH DAY PLAN
8:30 – 9:00 am	• Recitation of the Holy Quran • Reflection on the previous day's activities
9:00 – 9:30 am	Sharing the objectives of the Day's Activities (Sharing & Discussion)
9:30 – 10:30 am	Functions of Peer Coaching Differences between Peer Coaching and Mentoring Phase 1: Activate Prior Knowledge Technique/Strategy: Brainstorming on the functions of peer coaching
10:30 – 11:00 am	TEA BREAK
11:00 – 1:00 pm	Phase 2: Constructing Meaning Technique/Strategy: Facilitators will distribute the reading material peer coaching. Participants, in groups, will develop their understanding of the functions of peer coaching. Each group of participants will draw out major similarities and differences between peer coaching and mentoring
1:00 – 2:00 pm	LUNCH
2:00 – 3:30 pm	Presentations: Participants will present their understanding about peer coaching and mentoring on the charts. These charts will be displayed for observations.
3:30 – 3:45 pm	TEA BREAK
3:45 – 4:30 pm	Phase 3: Evaluation and Application Technique/Strategy: Participants will be requested to express what they have learned from the above activity and give constructive feedback. Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities

SUGGESTED WORK PLAN FOR THE MODULE ON MENTORING

Time	MENTORING FIFTH DAY PLAN
8:30 – 1:00	Teaching in the school The participants will spend this time in the school, teach there in groups, and observe each other.
1:00 – 2:00	LUNCH BREAK
2:00 – 3:30	Reflection on: • Teaching/Learning process • The change process • The techniques used while teaching. • The role of reflection in the mentor—mentee relationship.
3:30 – 3:45	TEA BREAK
3:45 – 4:30	Overview Participants will write a reflection of the day in their journal. Reflect on: What was learned? How will it change the teaching? Questions about the concepts or activities

Module 2

Techniques for Mentoring Teachers Citations

Listed by page number in order of appearance on the page. Only two of these citations have complete information and the full information is needed to compile a complete References section in the module.

Page 1

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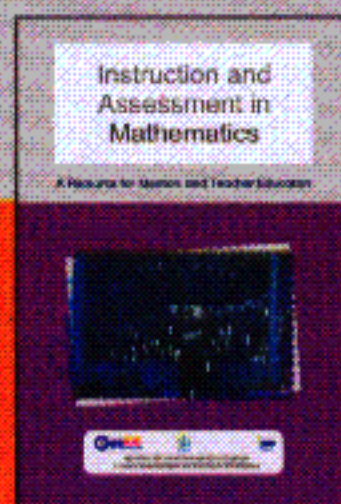
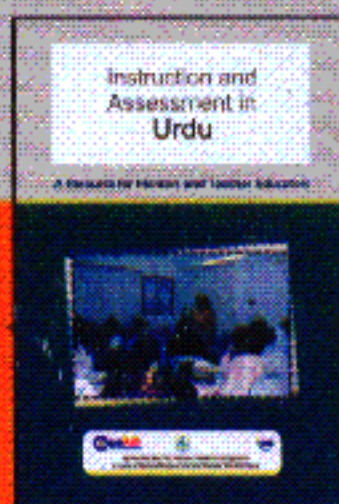
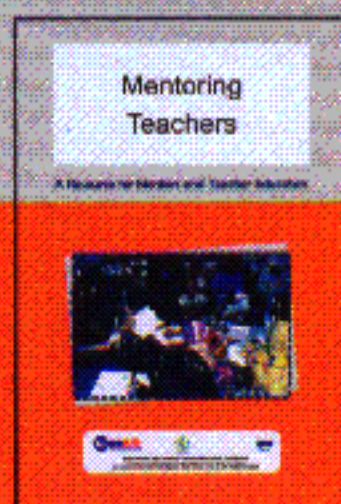
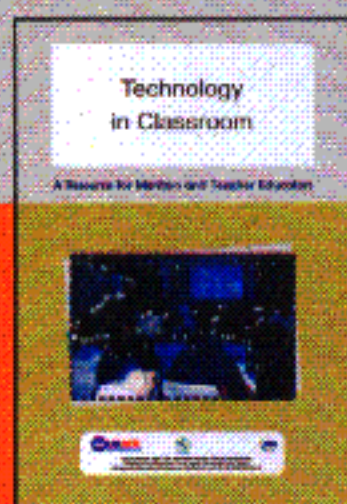
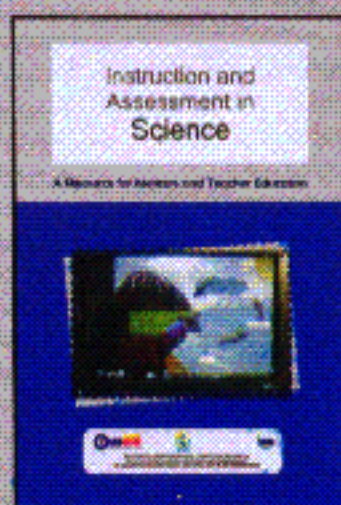
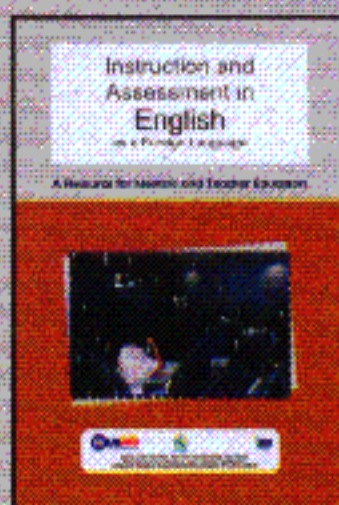
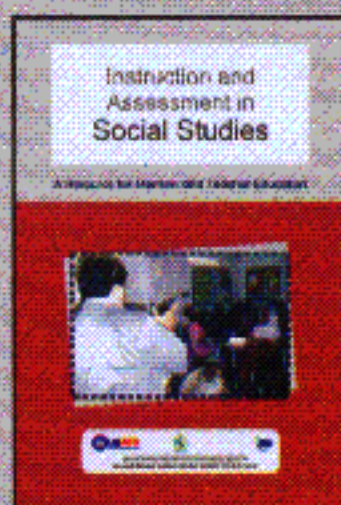
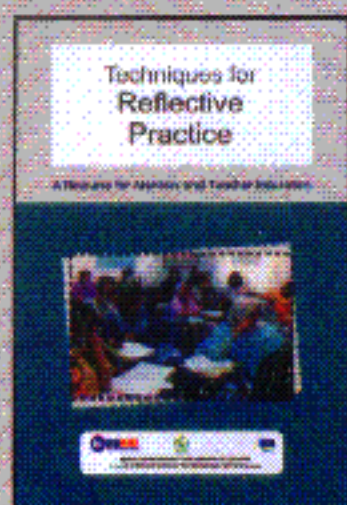
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This manual is part of a series of eight manuals, developed to enhance the professional capacity of mentors and teacher educators. The series has been written by a team of national and international experts working in various public and private sector institutions. These manuals have been developed by the Professional Development Component of USAID/ESRA.

Education Sector Reform Assistance (ESRA) is a US\$ 83 million U.S. Agency for International Development (USAID) funded program that supports the Government of Pakistan's (GOP) Education Sector Reforms initiative. The program's objective is to provide the knowledge, training, and infrastructure necessary to help officials and concerned stakeholders develop high quality education programs for girls and boys in target areas in Pakistan. Operating under a bilateral agreement between the Governments of Pakistan and the United States of America, USAID/ESRA is organized through national and international partners, led by Research Triangle Institute International, North Carolina, USA.

The program supports five of the seven principal ESR objectives outlined in the GOP's strategy. These components are Policy and Planning, Professional Development of Teachers and Education Managers, Youth and Adult Literacy, Public Community-Public Private Partnerships, and ESRA Plus (Information and Communication Technology in Education). Each component focuses on providing service delivery for capacity building, educational services, strengthening of systems at local, district, provincial, and federal levels and recommending policies to the government to embed reforms within the system. All interventions are collectively reinforcing and eventually converge on school improvement in twelve districts of Sindh and Balochistan provinces of Pakistan as well as in the Islamabad Capital Territories.

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